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Volume 54

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editorial postscript

James

My good friend, Max Rafferty, whose name has appeared among CTA Journal authors for the last four years, is a brilliant and colorful writer. He is an individualist of deep conviction and he conveys his opinions forcefully and convincingly. His "Cult of the Slob" in November issue of *Phi Delta Kappan*, though somewhat violent and extreme, moves his readers to agreement on the social menace of the juvenile types he describes. But he will also

TELEVISION FILMS ARE AVAILABLE FROM CTA

Three half-hour films which delivered terrific public impact at the time of their telecasting in recent months, have been secured by California Teachers Association for distribution to local teacher associations or community groups.

Since the films are in constant demand, it is recommended that reservations be placed with CTA Public Relations department well in advance of showing time. There is no charge for the loan. Here are the titles and descriptions:

SATELLITES, SCHOOLS AND SURVIVAL (30 minutes). Documentary film report on vital problems and prospects of public schools. Discusses classroom and teacher shortages, the nature of curriculum, amount of "frills" and elective courses offered, training of scientists and other controversial issues. Charles Van Doren is m.c. Also: V.P. Richard Nixon; H. Rowan Gaither, Jr.; Sen. Lyndon Johnson (D. Tex.); Dr. William B. Carr, Executive Secretary, NEA, and James R. Killian, Jr., president MIT and special assistant to President Eisenhower.

EDUCATION '57 (30 minutes). Report on the 1957 Education "picture" in the Bay Area; comments by Jack Rees, former president, CTA; John McCuen, former president CSTA; Mrs. Eloise Honette, Mt. Diablo Unified Schools, Concord. This program was produced by KPIX, San Francisco, with the cooperation of California Teachers Association.

IS THERE A CRISIS IN OUR SCHOOLS? (30 minutes). Jack Rees, former CTA president; Dr. James Stone, director Teacher Education, UC, Berkeley; Thomas Morgan, teacher, Jefferson elementary, Berkeley.

CTA Public Relations (693 Sutter St., San Francisco 2) also has on hand copies of the seven feature films produced by NEA. They are all 16 mm. color.

stir the indignation of many who feel that teachers must accept major responsibility for finding and correcting causes for delinquency.

A function of education is the development of maturity in the lives of students. At primary and elementary levels, when the teacher sees signs of misdirection in his students, he tries to find and correct the causes of maladjustment and anti-social behavior—insofar as the classroom may permit such action. But when the young person gets into junior high and high school, he is expected to accept new and growing responsibilities in his relationships with others. If he does not—if he becomes a punk and a slob—his delinquency will frustrate and frighten the teacher who tries to make him conform to the demands of the civilized state.

It is reasonably easy to understand the sympathy an elementary teacher feels for the youngster who begins to stray from a normal happy life. It is equally easy to understand how the secondary teacher, intent on projecting his subject matter, should be less concerned with psychological research. Expecting greater maturity in his students, he can be pardoned for revolt against a minority disruption of classwork. Some of us think he can even be granted a vote of approval if he says "Do your work and keep your peace—or get out and stay out."

The law makes it clear, however, that it is education's responsibility to educate and even to rehabilitate. We have not yet settled the question of whether the school is obliged to baby-sit for chronic trouble-makers or parry the switch-blades of hate-filled young psychopaths. Law and conscience say we must do our best for the delinquent, at least until he reaches school-leaving age. But there must also be protection for teachers and the vast majority of responsible students, who fear and detest Max's blood-curdling "slob."

That rejection of the delinquent cannot be a final answer by the schools is evident in the exhaustive studies now being conducted by NEA. We know that cause and effect are both complex and frustrating. And we also know that the "slob" is a social problem requiring solution by the combined forces of society. The teacher must not take the beating alone.

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